

Park Hills Elementary

301 Crescent Avenue
Spartanburg, South Carolina 29301

Grades	PK-6 Elementary School	
Enrollment	389 Students	
Principal	Debra Toney Waldron	864-594-4465
Superintendent	TBA	864-594-4400
Board Chair	Conrad C. Hurst, III	864-594-4400

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	7	15	58	36

IMPROVEMENT RATING

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS

NO

This school met 7 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Below Average	Below Average	No
2004	Below Average	Good	Yes
2005	Below Average	Unsatisfactory	No
2006	Below Average	Good	No

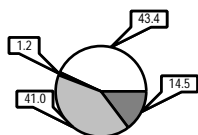
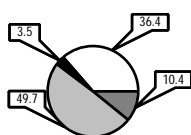
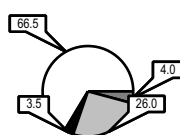
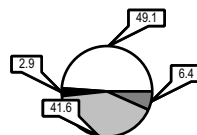
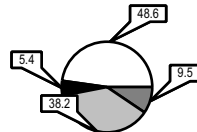
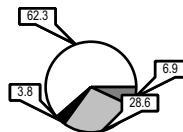
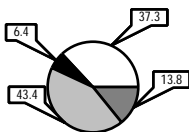
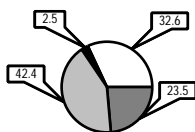
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

99.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	191	99.5	43.0	41.3	14.5	1.2	26.2	No	Yes
Gender									
Male	97	99.0	51.8	37.6	9.4	1.2	16.5	N/A	N/A
Female	94	100.0	34.5	44.8	19.5	1.1	35.6	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	181	99.4	44.8	40.5	14.1	0.6	25.2	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	163	99.4	36.6	44.8	17.2	1.4	31.0	N/A	N/A
Disabled	28	100.0	77.8	22.2	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	191	99.5	43.0	41.3	14.5	1.2	26.2	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	185	99.5	44.0	41.0	14.5	0.6	25.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	173	99.4	45.2	40.8	12.7	1.3	23.6	No	Yes
Full-pay meals	18	100.0	20.0	46.7	33.3	0.0	53.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	191	100.0	36.4	49.7	10.4	3.5	26.0	No	Yes
Gender									
Male	97	100.0	43.0	47.7	4.7	4.7	19.8	N/A	N/A
Female	94	100.0	29.9	51.7	16.1	2.3	32.2	N/A	N/A
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	181	100.0	37.8	48.8	10.4	3.0	25.0	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	163	100.0	28.8	54.8	12.3	4.1	30.1	N/A	N/A
Disabled	28	100.0	77.8	22.2	0.0	0.0	3.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	191	100.0	36.4	49.7	10.4	3.5	26.0	N/A	N/A
English Proficiency									
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	185	100.0	37.1	49.7	10.2	3.0	25.1	N/A	N/A
Socio-Economic Status									
Subsidized meals	173	100.0	38.6	48.7	9.5	3.2	24.7	No	Yes
Full-pay meals	18	100.0	13.3	60.0	20.0	6.7	40.0	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	191	100.0	66.5	26.0	4.0	3.5	7.5
Gender							
Male	97	100.0	70.9	22.1	3.5	3.5	7.0
Female	94	100.0	62.1	29.9	4.6	3.4	8.0
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	181	100.0	67.1	26.2	3.7	3.0	6.7
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	163	100.0	61.0	30.1	4.8	4.1	8.9
Disabled	28	100.0	96.3	3.7	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	191	100.0	66.5	26.0	4.0	3.5	7.5
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	185	100.0	66.5	26.3	4.2	3.0	7.2
Socio-Economic Status							
Subsidized meals	173	100.0	69.0	25.3	3.2	2.5	5.7
Full-pay meals	18	100.0	40.0	33.3	13.3	13.3	26.7

Social Studies							
All Students	191	100.0	49.1	41.6	6.4	2.9	9.2
Gender							
Male	97	100.0	52.3	37.2	7.0	3.5	10.5
Female	94	100.0	46.0	46.0	5.7	2.3	8.0
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	181	100.0	50.0	41.5	6.1	2.4	8.5
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	163	100.0	45.2	43.8	7.5	3.4	11.0
Disabled	28	100.0	70.4	29.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	191	100.0	49.1	41.6	6.4	2.9	9.2
English Proficiency							
Limited English Proficient	6	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	185	100.0	49.7	41.3	6.6	2.4	9.0
Socio-Economic Status							
Subsidized meals	173	100.0	51.3	40.5	5.7	2.5	8.2
Full-pay meals	18	100.0	26.7	53.3	13.3	6.7	20.0

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	48	97.9	31.0	50.0	19.0	0.0	19.0
	4	39	100.0	41.7	44.4	13.9	0.0	13.9
	5	66	100.0	40.0	50.0	10.0	0.0	10.0
	6	59	100.0	58.0	30.0	12.0	0.0	12.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	42	100.0	37.5	40.0	17.5	5.0	22.5
	4	46	97.8	43.2	32.4	24.3	0.0	24.3
	5	41	100.0	40.5	54.1	5.4	0.0	5.4
	6	62	100.0	48.3	39.7	12.1	0.0	12.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	48	100.0	44.2	41.9	14.0	0.0	14.0
	4	39	100.0	33.3	47.2	16.7	2.8	19.4
	5	66	100.0	48.3	41.7	10.0	0.0	10.0
	6	59	100.0	34.0	44.0	12.0	10.0	22.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	42	100.0	40.0	47.5	7.5	5.0	12.5
	4	46	100.0	39.5	47.4	7.9	5.3	13.2
	5	41	100.0	43.2	40.5	13.5	2.7	16.2
	6	62	100.0	27.6	58.6	12.1	1.7	13.8
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	48	100.0	72.1	20.9	7.0	0.0	7.0
	4	39	100.0	66.7	30.6	2.8	0.0	2.8
	5	66	100.0	76.7	21.7	1.7	0.0	1.7
	6	59	100.0	76.0	18.0	2.0	4.0	6.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	42	100.0	72.5	20.0	2.5	5.0	7.5
	4	46	100.0	63.2	26.3	5.3	5.3	10.5
	5	41	100.0	62.2	29.7	5.4	2.7	8.1
	6	62	100.0	67.2	27.6	3.4	1.7	5.2
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	48	100.0	51.2	39.5	4.7	4.7	9.3
	4	39	100.0	36.1	52.8	8.3	2.8	11.1
	5	66	100.0	71.7	26.7	1.7	0.0	1.7
	6	59	100.0	56.0	26.0	16.0	2.0	18.0
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	3	42	100.0	50.0	35.0	7.5	7.5	15.0
	4	46	100.0	47.4	39.5	10.5	2.6	13.2
	5	41	100.0	64.9	32.4	2.7	0.0	2.7
	6	62	100.0	39.7	53.4	5.2	1.7	6.9
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 389)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	2.6%	Up from 0.3%	4.0%	2.8%
Attendance rate	95.6%	Down from 96.0%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 3.8%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	0.0%	0.0%
Eligible for gifted and talented	6.6%	Down from 7.0%	3.6%	10.4%
On academic plans	64.7%	N/AV	48.9%	33.6%
On academic probation	66.3%	N/AV	2.3%	1.0%
With disabilities other than speech	6.7%	No change	7.5%	7.5%
Older than usual for grade	0.3%	Up from 0.0%	1.5%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.6%	0.0%	0.0%
Teachers (n= 32)				
Teachers with advanced degrees	62.5%	Down from 66.7%	52.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	7.7%	N/A	5.2%	2.4%
Teachers with emergency or provisional certificates	3.4%	Up from 0.0%	3.0%	0.0%
Teachers returning from previous year	89.3%	Up from 87.8%	83.0%	87.3%
Teacher attendance rate	95.2%	Up from 93.1%	94.5%	94.9%
Average teacher salary	\$41,957	Up 1.3%	\$41,599	\$42,485
Prof. development days/teacher	19.5 days	Down from 22.0 days	15.0 days	13.3 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 18.2 to 1	16.4 to 1	18.6 to 1
Prime instructional time	88.1%	Up from 87.3%	88.2%	89.7%
Dollars spent per pupil*	\$9,396	Up 16.1%	\$7,927	\$6,557
Percent of expenditures for teacher salaries*	47.9%	Down from 55.0%	59.9%	64.0%
Percent of expenditures for instruction*	61.8%		68.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 90.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Good	Down from Excellent	Good	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	7.3%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	6.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Although it is an inner-city school, Park Hills Elementary is very warm and inviting. Our students have many challenges, but the staff is more than willing to help them overcome these challenges. Approximately 96% of our students receive free or reduced lunch, and 98% of our students are African American. Eighty-five percent of our students are being raised in single parent households. We continue to believe that our students should be involved in co-curricular activities, and they have many options. The activities include Boys and Girls Club of America, Media Club, Running Club, Student Council, National Junior Beta Club, Honors Chorus, Girls Scouts of America, and Boy Scouts of America. These activities and activities like these continue to prove very valuable in that they provide enriching experiences beyond the classroom.

Our students also benefit from numerous instructional initiatives both new and ongoing. These initiatives include the South Carolina Reading First Grant, Best Practices Study Groups, Computer Assisted Instruction Lab, Focus Groups, and tutors and mentors from several local colleges, businesses, and churches. Our School Intervention Team plays a major role in that it identifies specific grade levels for targeted improvement of student performance. We remain however very aware that we have a long way to go, and therefore we will continue to evaluate how well our initiatives meet the instructional needs of our students and monitor and adjust where needed.

The staff and students worked very hard this year, as they have in past years. They seem very willing to go the extra mile, but nothing is more encouraging than knowing that hard work is paying off. Gains were made in targeted areas through goal identification and intervention. We are confident that our efforts will continue to bring about improvement, and we therefore remain very optimistic about the future of the students at Park Hills Elementary.

Fred Logan, Principal
Karen Pack, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	55	56
Percent satisfied with learning environment	68.6%	81.5%	86.3%
Percent satisfied with social and physical environment	64.7%	80.4%	79.6%
Percent satisfied with school-home relations	40.0%	88.9%	90.4%

*Only students at the highest elementary school grade level at this school and their parents were included.